

Using Discourse Analysis, GPP and GS to Evaluate Gender in Textbooks: Breakthrough 1: Success with English

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1. Introduction

I do think the attempt to raise consciousness has succeeded. People are very aware of gender concerns now.
Clifford Geertz (n.d.)

Textbooks have the ability to positively or negatively affect their users perceptions about language and culture and perhaps most importantly, their language learning experience (Sunderland, 1992:85). The purpose of this paper is to investigate the manner in which genders are portrayed in a popular English as a Foreign Language textbook.

In section 2, both the historical significance of gender in textbooks and terminology will be presented. In section 3, two new terms will be coined to aid in framing the textbook analysis. In section 4, methodology will be described. In section 5, results will be shown. Section 6, provides analysis and discussion. Finally, the conclusion will be in Section 7.

2. Literature Review

The following literature review serves two main purposes. It both places this paper in its historical context and aids in framing the direction of the critical textbook analysis.

Much research has examined gender in language learning textbooks. Authors have used a range of terms, from outright sexism to subtle gender bias, in describing the portrayal of genders (Porecca, 1984; Hellinger, 1980; Graci, 1989; Hartman & Judd, 1978; Talansky, 1986; Florent & Walter, 1989; Jones et al., 1997; Matsuno, 2002; Blumberg, 2007).

For the purposes of this paper, terminology employed by researchers when discussing gender inequalities in ESL/EFL textbooks will now be discussed. Historically, discussions of sexism or gender bias are often in terms of omission, visibility, firstness, gendered-stereotypes and, more recently, critical discourse analysis.

2.1 Omission and Visibility

Omission is “one manifestation of sexism appearing in textbooks” (Matsuno, 2002: 84). In some of the earliest research on sexism in EFL teaching materials, Hellinger (1980:706) found that women were outnumbered 3:1

by their counterparts in text and images. Hellinger claims this ‘omission’ sends the message that women are not “important enough to be included.” Similarly, Hartman and Judd (1978: 384) argue that women lack visibility because male-associated “lexical items” such as proper names and pronouns greatly favored those associated with females. Thus, both omission and poor visibility (which are often used interchangeably) refer to an imbalanced appearance of males and females in text and images.

2.2 Firstness

In pairs, what comes first is thought to be more important (Porecca, 1984). Adam and Eve, Jack and Jill, men and women, boys and girls, man and wife, mother and father can all be referred to as gendered noun-pairs. Hartman and Judd (1978:390) were the first to analyze the use of noun-pairs in textbooks and found that with only one exception, the male-gendered noun always came first which “reinforces the second-place status of women and could, with only a little effort, be avoided by mixing the order” (Porreca, 1984:706). Since the Hartman and Judd study, firstness has also been used to describe the order of appearance in mixed-gendered dialogue with the same logic that order of appearance connotes differences in status. Again, many studies (Ethel, 1980; Porecca, 1984; Talansky; Gupta and Yin as cited in Jones et al., 1997) have included firstness in their analyses.

2.3 Gendered stereotypes

“Gender stereotypes compromise static notions about feminine and masculine traits, regardless of the social, cultural or historical variations in the lives of women and men” (Schmenk, 2004: 516). Examples in early research show that women were often portrayed as homemakers, and men as the breadwinner (Carroll, 1978:55-59 as cited in Jones et.al, 1997:470). As times have changed since Carroll’s study, one would not expect to see such blatant stereotypes. However, Matsuno (2002: 84) cites several more studies, as recent as 1997, which demonstrate continued prevalence of gendered stereotypes in EFL textbooks. Thus, continued scrutiny seems appropriate.

2.5 Critical Discourse Analysis

Critical Discourse Analysis (CDA) consists of various methods of analyzing text and dialogue. Essentially, various CDA methods systematically categorize discourse into identifiable parts in order to make more accurate analyses of what kinds of ‘things’ are happening within discourse. It is thought that CDA can give a better understanding of what participants in discourse are doing (Halliday and Matthiessen, 2004; Francis and Hutchinson, 1992; Sinclair and Coulthard, 1992).

2.6 Gender Balance Matters

One might wonder why gender balance matters. Three possible negative impacts gender imbalance or gender stereotypes in textbooks could incur: (Jones et al., 1997:473-474; Sunderland, 1992:86).

1. May provide a more narrow range of practice opportunities.
2. May influence learners to make inaccurate assumptions about gender, the target language and culture.

3. May have a negative “cognitive effect” and result in demotivation

2.7 A Comprehensive Approach

Although looking at terms discussed above independently could be illuminating, this research study or textbook critical analysis will suggest a more holistic method of looking at gender roles in textbooks. Two terms will be introduced: Gender Presence and Participation (GPP) and Gender Status (GS). These will be described in more detail in the next section.

3. Gender Presence and Participation and Gender Status

Gender Presence and Participation and Gender Status are two new terms coined here that will be used to explore how gender relations are portrayed. GPP is largely quantitative in nature while GS is qualitative.

3.1 GPP

GPP can be defined as a comprehensive view of the overall presence and level of participation of each gender in a textbook. Coining the term GPP is an attempt to:

- a) Combine the efforts of other researchers in the quest to gain a comprehensive understanding of how gender relations are displayed in EFL/ESL textbooks.
- b) Provide an effective method accounting for many factors, such as talking turns, average words per turn, total words, and gender ratios in paired dialogues, are displayed in an overall gender-balanced manner.

GPP is not quantified with a score per se but rather is a way of measuring and consolidating many quantifiable aspects of how genders are displayed into one overarching term. To gauge GPP, data regarding both images and discourse are collected and analyzed.

3.2 Gender Status

GS in this paper refers to the subjective status males and female appear to have in a textbook. The term GS will be used to guide the philosophical discussion about gender roles, gender stereotypes, and gender-stereotyped professions, and how they are addressed in a particular book. As gender is a complex sociocultural construction (Zimmerman, 1987:126-127), making any hard claims is inherently problematic. This paper will not make any such claims about status but will simply use specific examples to from the textbook discourse and images to further support the more quantitative data collected.

4. Methodology

The following section is a detailed description the textbook and the types and methods of data collection and analysis

4.1 The Textbook

The textbook examined here for GPP and GS is Breakthrough 1: Success with English written by Miles Craven (2008b). In addition to the textbook, the accompanying CD (2008a) and CD audio script found in the Teacher's Resource Book (Lieske and Craven, 2008) will also be analyzed.

In the introduction of the Teacher's Resource Book for Breakthrough 1: Success with English the author notes:

Breakthrough is a four-level, integrated-skills course designed especially for East Asian students studying English. It provides fun, stimulating language practice across a broad range of interesting topics. (Lieske and Craven, 2008)

Breakthrough 1 (Student Book) is 120 pages and consists of 12 units. Following every three units is a 3-unit review section. Each unit has essentially the same organizational pattern. Units consist of a "four-page core unit, followed by a two page-page expansion section" (Lieske and Craven, 2008). Each core unit consists of 8 activities and the expansion section 4. A detailed description of each section can be found in Table A1 of Appendix A.

Data from sections 2, 4, 5, 6, 9, and 14 (see table A1), all spoken discourse from the textbook's accompanying CD and images were collected and analyzed when gender is either indicated in the written exchange (by name or image) or if is indicated in the accompanying CD.

4.2 Images

In Breakthrough there are two main types of images: photographs and visual representations. Visual representations (VR) refer to images that are not photographs. Each image was given a symbol (M for males, F for female and ? for unsure). When images of people were too small, incomplete or missing sufficient cues to assign a gender, they were not counted. Furthermore, a second counter was also asked to count images in order to make the data more reliable. Counter 1 was a 35-year-old Canadian male and counter 2 a 31-year-old Japanese female.

4.3 Discourse

Data from the Conversation, Exchange, Language in Action, Listening, Expansion Listening, Review Listening, Language Box, Pronunciation and Textbook CD sections of Breakthrough were collected separately to allow for analysis and comparison across sections.

Data was collected across 3 broad discourse categories: dialogues, monologues and other (CD instructions, pronunciation practice activities, and grammar focus activities). Data collection for each will now be explained.

4.4 Dialogues, Monologues and Other Forms of Discourse

All dialogues in Breakthrough are between 2 people. Some dialogues are clearly assigned a gender in the textbook, either by name or image. In some cases, the dialogues are assigned a non-gender demarcation such as Speaker A or B (See Appendix C: Exchange Section). However, if such dialogues had an accompanying CD example, they were included in the data collected. The actual classroom use of the textbook and Teacher CD may cause some debate in the accuracy of the data collected thus will be addressed in detail in section 6. When dialogues were not written in the textbook and only heard on the CD, the audioscript in the Teacher's Resource Book was used to collect data.

For each dialogue 6 types of data were collected. First, the ratio of male/male (MM), male/female (MF), female/male (FM) and female/female (FF) partner combinations were counted. This data allowed for the examination of both ratio (of same-gender, and mix-gender dialogues) and firstness. Second, speaking turns, total words (tokens) per turn and average words (tokens) per turn were also counted. Third, overall words (tokens) per gender were counted. In this paper, the use of word refers to token as described Aitchison (2003:85). The same person collected all discourse-related data.

For all monologues, CD instructions, pronunciation practice, and grammar activities were added to the overall word count data. They were not counted in the speaking turns data.

5. Results

In order to take a comprehensive approach to analyzing gender roles, many types of data were recorded. Results will be displayed in the following order.

1. Images
2. Discourse
 - a. Ratios of male/male, male/female, female/female and female/male in dialogues
 - b. Firstness in dialogues
 - c. Speaking turns in dialogues
 - d. Average words per turn in dialogues
 - e. Total words in dialogues
 - f. Total words in all discourse

5.1 Images

To reiterate, images were first separated into two broad categories: photographs and VR. Two sets of data were recorded by two independent counters and can be found in the following table.

Table X: Total Images, photographs, and VR by gender

	Counter 1			Counter 2		
	Male	Female	Ratio men/women	Male	Female	Ratio men/women
Total Images	341	291	1.17:1	417	315	1.32:1
Photographs	78	84	1:1.08	98	99	1:1.01

(VR) Visual Representations	263	207	1.27:1	319	216	1.47:1
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The large disparity in the total number of images between the two counters (341 vs. 291) is due to counter 2 including more background people than counter 1. Images were not recounted as the current data was felt to be sufficient to make the three main points that will be addressed in the discussion.

5.2 Ratios and Firstness

In the Breakthrough 1 there were 59 dialogues. All dialogues were between two people. Of the 59 dialogues, 49 were mixed-gender, 10 (7MM and 3FF) were same-gender dialogues (see Figure 1).

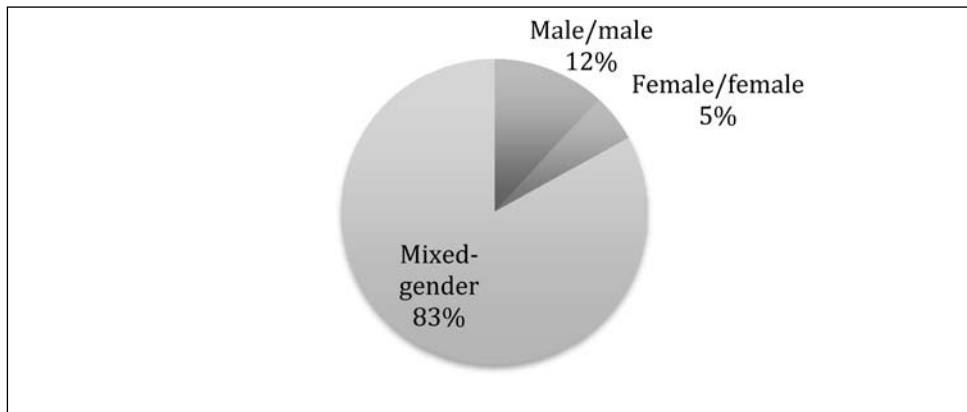


Figure 1: Percentage of same-gender and mixed-gender dialogues

In all 59 dialogues, a male was the first speaker in 30 cases and a female in 29. In mixed-gendered dialogues a female was the first speaker 26 times and males 23. As can be seen in Figure 2, of the 49 mixed-gender dialogues, a female was the first speaker in 26 cases and a male 23.

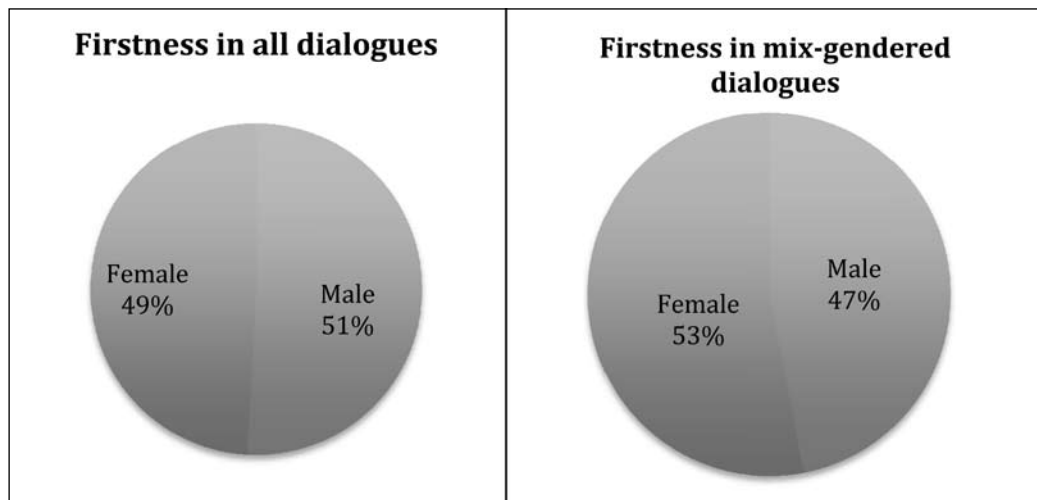


Figure 2: Firstness in all dialogues and mix-gendered dialogues

5.3 Speaking Turns in Dialogues, Average Words Per Turn, and Total Words

In the 59 dialogues, males had considerable more turns than females. Males accounted for 335 turns while

females 278. The discrepancy in overall speaking turns is largely in part to the 3 MM dialogues in Listening. The average words per turn were slightly higher for males with 10.553 and 10.004 for females.

Males considerably outnumbered females in total words in dialogue. Males counted 3535 total words and women 2787 total words in dialogue. The ratio of words in dialogue for males/females was 1.27:1. In other words, males accounted for 55.9% of all words in dialogue and females 44.1% . See graph 4.

In essence, there are 5 separate sections of each unit in Breakthrough that contain dialogue. Figure 3 demonstrates the total ratio each plays in the overall word count for all dialogues.

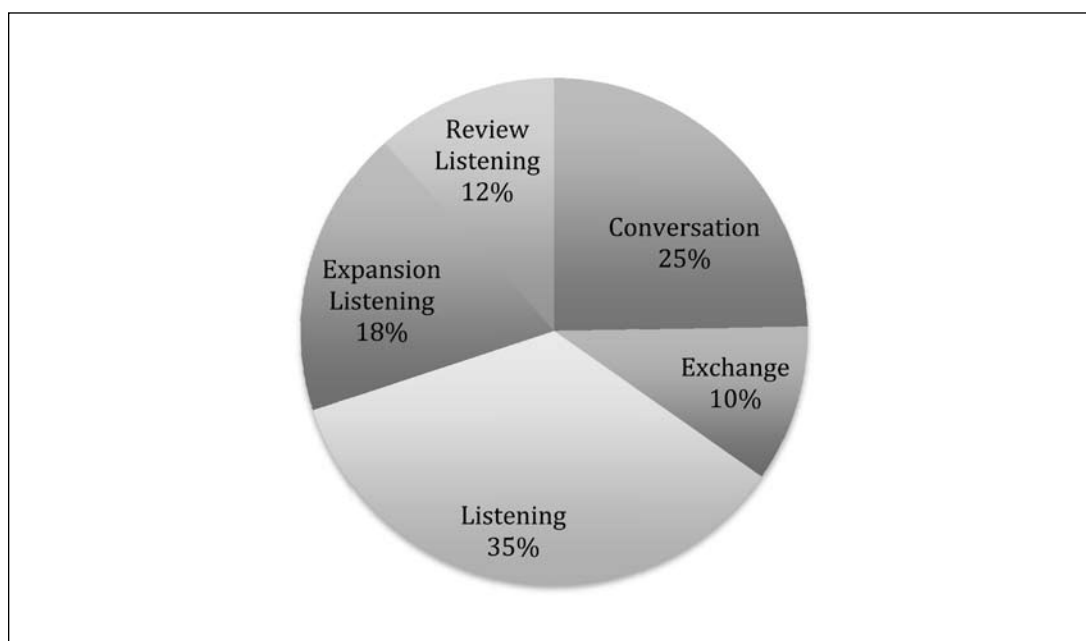


Figure 3. Total words in Dialogue: Distribution by section of the textbook

In total words in all discourse, males outnumbered females. Males accounted for 3961 words and females 3642. The ratio of words in dialogue for males/females was 1.09:1. In other words, males accounted for only slightly more in total discourse with 52.1% and females 47.9% as can be seen in figure 4.

Figure 4 also shows that when the Listening section is excluded from the data, the large difference in total words in overall discourse for men (3961) and women (3642) disappears and in fact favors women 3190 to 2503. This finding will be addressed in the following section.

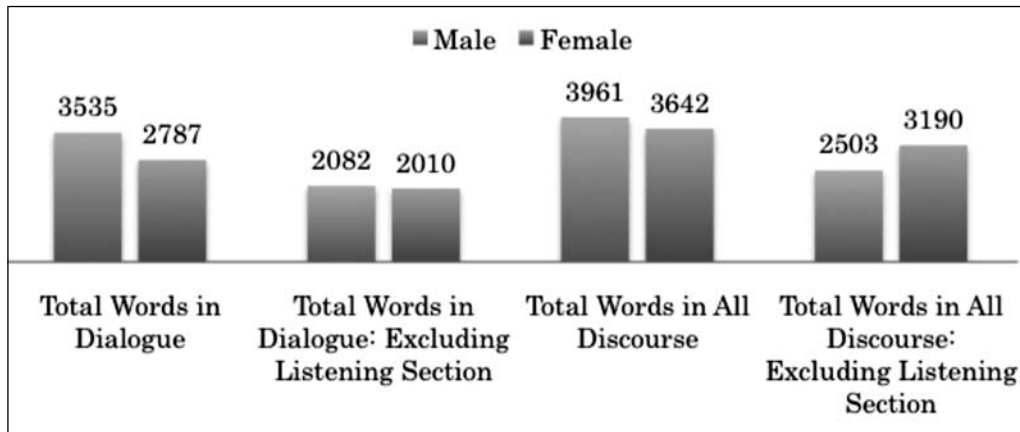


Figure 4: Word Counts

6. Discussion

As males and females share an almost equal share of the world population, textbooks should attempt to represent gender in an equally balanced manner. This critical textbook analysis finds that Breakthrough 1: Success with English has a relatively balanced GPP. Both images and discourse were used to reach this conclusion. The analysis of discourse, then of images, will be discussed, as this will allow for clean lead into Gender Status.

6.1 Discourse

Within discourse (written and spoken) several types of data were collected and analyzed. We will look at each in turn.

To claim a balance in GPP one would expect to see females appear in discourse as often as males. When looking at the ratio of same-gender and mix-gender dialogues, one may wonder why there is not an equal ratio between mixed, two-male and two-female possibilities. It would be logical to assume that mix-gender dialogues could increase ease of understanding by making it easier for L2 learners to distinguishing between individual speakers, especially when the dialogue is not written in the student textbook.

At least one male participated in 95% and at least one female in 88% of all dialogues. This is a good finding as earlier research has shown much greater disparities (Hartman & Judd, 1978). In the case of Breakthrough, the difference in appearance is due to there being four more MM than FF dialogues. Although these 4 MM dialogues consist only of a small fraction of the total dialogues, they greatly affected the rest of the discourse data. On side note, several students mentioned to the author that distinguishing between 2 female speakers was more difficult than 2 males. If this is true, one could speculate that, the slight imbalance in MM and FF conversations may have been a conscious decision by the author to help in ease of understanding. It may be interesting to do some research in this area.

Next, one would also expect to see a balance in Firstness. As can be seen in Figure 2, males and females share the first order of appearance equally. In all the dialogues, males were the first speaker 51% of the time. In mixed-gendered dialogues, female shared a slightly higher portion with 53%. It would seem that Firstness

is balanced.

As well, to claim a balanced GPP one would hope to see a balance in overall speaking turns however, here we found an apparent imbalance in favor of males. Speaking turns by males outnumbered females 335 to 278. Again, much of the imbalance here is a direct result to the unequal number of male/male vs. female/female dialogues. A great majority of the male/male dialogues were part of the “listening” section of each unit. Listening contains interviews and boasts the longest dialogues, the most turns and the most words spoken for any section of the textbook.

Next, for GPP to be balanced both genders would share a similar average words per speaking turn. In the case of this textbook, there does not seem to be any significant difference with men having a slightly higher average with 10.55 words per speaking turn and females just slightly over 10.

A final factor we will look at is word count. In all dialogues and all gender-specified discourse (written and spoken) there should also be a reasonable balance. Generally, it has been found that this is the case in Breakthrough although a quick glance at the data may point otherwise. Men have a larger portion (55.9% vs. 44.1%) of the total words in dialogue than females. Also, in total words for all discourse males also have a larger portion of the total but in this case only marginally so with 52.1 % vs. 47.9%. With closer examination of the data it can be seen that the Listening section, as discussed earlier in this section and as can be seen in Figure 3, is responsible for 35% of all words in dialogue. For exploration purposes, if this section is excluded from the overall count we find that in all other discourse, women are responsible for a greater portion with 56 % of all words. This leads to the conclusion that overall, Breakthrough’s word count is well balanced between genders even though unbalanced in one section.

Another very important matter to consider is how the textbook is used within the classroom. Teaching contexts, teachers and student are all in a sense, unique. Different students may or may not do every section or every activity. Teachers may or may not use the classroom CD or use it sporadically. Thus, it should be noted that how both teachers and students use the textbook may not be reflected entirely accurately in the data collected here.

6.2 To Use or Not Use CDA

Thus far, in dialogues and discourse, mathematically it does not appear to be any large imbalance. Certainly, more information about what types of ‘things’ each gender is doing in dialogues could contribute an even more comprehensive view of GPP. However, there are two main reasons why CDA was not used in this textbook analysis.

First, thus far, this analysis suggests an overall balance in ratio, turns, words, and firstness. It would seem likely that any difference in the roles played would be subtle. Critical discourse analysis is very time consuming and unless the roles female and males are playing in dialogues are noticeably different, students are unlikely to incur “negative cognitive influence” or make “inaccurate assumptions about the target language” as described by Jones, Kiteu and Sunderland (1997: 473). Second, if there were an imbalance in the roles played by each gender, a simple classroom strategy of having students practice both parts of a

dialogue would provide students equal opportunities to practice all roles in dialogue.

6.3 Images

Next, one would hope to find a balance in the number of male and female images. Both the process of collecting the data and data itself has proven to be very interesting. Three main points that will be addressed are as follows.

1. The very nature of gender is very subjective, thus interpretations of images are also very subjective.
2. Although data collected is subject to scrutiny, photographs appear to be balanced in regards to gender (78: 84 and 98:99)
3. As a result of a large imbalance in VR, overall images seem to be overrepresented by males (341:292 and 417:315)

The act of counting male and female images is problematic because each person has her or his own set of internalized (socialized) rules for distinguishing female and male. Furthermore, due to unclear counting parameters, counter 1 and 2 had very different overall image counts (630 vs. 732). Thus, in order for any concrete comparisons between the counters to be made, better parameters would need to be set and data collected again. Ironically, although an effort was made to avoid the subjective nature of analyzing images for power differences, admittedly, because simply assigning gender requires interpretation, the image data must be seen as both quantitative and qualitative. However, for our purposes, the current data may be considered sufficient to support the following claims.

Both counters found a similar, and nearly balanced ratio of male/female photographs with an 8% (in favor of males) and 1% (in favor of females) difference respectively. This would suggest a balance in male and female photographs. However, both counters found uneven number of male images overall which points to the conclusion that Breakthrough could have a better male/female image balance, especially in regards to VR. It would be interesting to investigate if photographs and VR have a different impact on users perceptions of gender.

6.4 Gender Status

To this point, the discussion has focused on numerical data. From here, we will explore the idea of GS. GS refers to the status associated with each gender as result of the language, discourse roles, and activities done and occupations associated with each. Both 'gender' and 'status' are characterized by their subjective nature and both interpretation. Namely, people's perceptions are affected by many factors such as age, sex, gender and culture to name a few.

Any claims about gender or status made here are based on the author's interpretations of images and discourse and should be treated as such. Specific examples from 10 textbook images and one interview will be given. Please see Table B1 in Appendix B for image and dialogue examples.

6.5 Gender stereotypes

Historically, women have been restricted to stereotypical roles of cooking and cleaning (Carroll, as sighted in Jones et.al, 1997:470). Does Hillary Clinton, former First Lady, current Secretary of State for the United States of America represent a move away from the stereotypical housewife? Does the marital transgression of her husband increase or decrease her status? Each person's interpretation will differ. In example 3, there is a man cooking. He looks surprised because the chicken is burnt. Does this image support or counter the stereotypical role of women doing the cooking. In one sense, the man is cooking so it must counter. On the other hand, the chicken is burnt, so does this imply a woman would have done better? Both Hillary Clinton and the man cooking demonstrate the very subjective nature of interpreting images.

Next, in the audioscript example, the interviewee, a university student named Lucy, is hoping to enter the LAPD. Her soon-to-be-husband will stay home and rear the children while she earns the money. The interviewer, a male uses the term "house husband." In this example, Lucy is hoping to enter a profession that could be considered male dominated. Furthermore, she will be the breadwinner and her mate the will stay at home with the children. In this paper's view, the interview appears to counter several gender stereotypes.

For textbooks to have a balanced GS, they should not "enshrine stereotyped, inaccurate, condescending images of gender" (Sheldon, 1988:244). In Breakthrough, women appear to participate in a variety of occupations (Secretary of State, Famous Actor and Managing Director) and activities (playing in a rock band, playing golf, playing soccer, doing karate, fixing a plug and cutting the lawn). Furthermore, there are several examples of men cooking or doing other housework, and one example of a man working as a nurse. These examples may counter male gender roles.

It would appear that the author has attempted to portray both men and women in a wide variety of roles and occupations. Furthermore, the using the term "house husband" may be an attempt to engage students in thinking about gender and language in a meaningful, and possibly humorous, manner. These factors suggest a balance in GS.

7.1 Conclusions

Two new terms have been introduced to aid in gaining a comprehensive understanding how genders are portrayed in this analysis of Breakthrough: Success with English. There appears to be a reasonable balance in both GPP and GS. It was noted that there were some imbalances found in the data collected for GPP. This raises important questions. Perhaps the most important questions to consider, and ones which cannot be speculated upon from this study, is whether small imbalances are perceivable by the textbook users and if so, do they have any negative effect on learning?

From the author's perspective, GS also appears to be well balanced in that women appear to participate in a variety of occupations and activities. Admittedly, the subjective nature of gender roles and status would benefit from further scrutiny. EFL textbooks authors and publishers should strive to ensure that gender stereotypes, both in the country/culture they are portraying and the country/culture where the textbook will be used, are avoided.

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Appendix A

Table A1. Expanded description of Breakthrough: Success with English

Four -page Core Unit	
1. Warm-up	An activity to get students talking in pairs and activates and reviews previously learned language.
2. Conversation	Students listen and practice a conversation what contains “authentic language and expression” that develop “stress, rhythm and intonation.” Each Conversation section has Language box and Grammar Reference Section
3. Vocabulary	An activity where students match vocabulary with images
4. Exchange	An activity where students “listen and complete a model conversation that showcases a target grammar and vocabulary” and then “practice the conversation several times in a substitution drill”
5. Communication Activity	An activity where students go to the back of the book and are given a task that encourages them to actively utilize the language they have learned in the unit.
6. Language in Action	An pair activity where students practice grammar and vocabulary through “visual prompts provided by the lively and informative pictures”
7. Listening	A “realistic interview with a young person on a person related to the theme of the unit.”
8. Speaking	A “final, extended speaking activity” where students use the unit target language related to their own life experience.
Two-page Expansion Section	
9. Expansion Listening (our demarcation)	A supplementary listening activity with a “strong real-life element.”
10. Expansion Vocabulary (our demarcation)	An activity that “builds on the target vocabulary introduced in the core-unit.”
11. Expansion Reading (our demarcation)	Reading activities that “utilize texts that are “challenging but accessible” and that students “may encounter in their real lives.”
12. Expansion Writing (our demarcation)	An activity where students are encouraged to “write about their own feelings and experiences” using the target language introduced in the unit.
Review Sections - Following Units 3, 6, 9 and 12	
13. Game (our demarcation)	A simple board-game to review the unit material
14. Listening Check (our demarcation)	Listening activity with 1 or 2 dialogues. Students listen to the dialogue(s) and answer comprehension questions found in the student’s book.
15. Language Check (our demarcation)	An activity where students have to choose the complete sentences by choosing from 3 or 4 possible choices.

Appendix B

Table B1: Example Images and Interview from Breakthrough 1: Success with English (Craven, 2008b; Lieske and Craven, 2008:85).

Images	Audio script
1. Male nurse (page 8), 2. Hillary Clinton (page 8) 3. Man cooking dinner (page 14) 4. Women in a rock band (page 16) 5. Women golfing and playing soccer (page 18) 6. Women doing karate (page 20) 7. Women fixing a plug (page 48) 8. Women cutting the lawn (page 48) 9. Audrey Hepburn – Famous Actor (page 74) 10. Women as a Managing Director (page 78)	Interviewer = I Lucy = L I: You're a student right now, Lucy. Is that right? L: Yes, but my exams are next June so... I: Do you know what you are going to do after that? Are you going to travel abroad, for example? L: No, I'm going to find a job I: What kind of job do you want? L: I want to be a police officer for the LAPD. That's the Los Angeles Police Department. I'm going to take the test in the summer. I: That sounds hard! Another Exam! L: Yes, but it's what I want to do. They have a good training course. I: What about family? Do you have any plans to marry or have children? L: I have a boyfriend. His name's Mick. We're going to get married next year. I: That's great! L: Thanks. We'd like to have children. But the police force is a hard job, so Mick's going to stay home and take care of the children. I: OK. So he is going to be a house husband! L: Yes. And I'm going to earn the money.

Appendix C

Conversation				
	MM	3	WM	6
	MW	2	WW	1
Firstness		5		7
Turns	M	89	W	66
Total words	M	907	W	653
AVG				
WD/TURN	M	10.191	W	9.893

Exchange				
	MM	1	WM	6
	MW	5	WW	0
Firstness		6		6
Turns	M	46	W	36
Total words	M	341	W	293
AVG				
WD/TURN	M	7.413	W	8.138

Listening				
	MM	3	WM	4
	MW	5	WW	0
Firstness		8		4
Turns	M	107	W	58
Total words	M	1453	W	771
AVG				
WD/TURN	M	13.579	W	13.293

Expansion listening				
	MM	0	WM	7
	MW	6	WW	2
Firstness		6		9
Turns	M	56	W	81
Total words	M	466	W	697
AVG				
WD/TURN	M	8.231	W	8.605

Review Listening				
	MM	0	WM	3
	MW	5	WW	0
Firstness		5		3
Turns	M	37	W	37
Total words	M	368	W	367
AVG				
WD/TURN	M	9.946	W	9.919

	M	W
Language Box	228	116
Expansion Listening	62	248
Pronunciation	136	133
CD-Instructions	0	364
Total Words	426	861